

# Career Assessment: Skills to Complete Discovery Activities

**Eleversity**  
NEXT-LEVEL WORKFORCE EDUCATION

Info@Eleversity.org | 585-340-2051





# Distance Learning Protocol

- **Be on-time and ready to learn using zoom functions**
  - Late arrivals or unprepared learners will need to reschedule
  - [prepared means you have all technology required and the ability to use it]
- **Choose a quiet space that will allow for listening and sharing**
  - Use headphones as needed
  - Set up your equipment at a desk or table, please no laying down
  - Sit within arm's reach of your computer so that you can easily engage
  - Tablets must be propped up and in landscape view
- **Your face must be well-lit, keep the camera centered on your face and avoid walking around**
- **Limit multitasking and outside distractions**
  - You will get a 10-minute break mid-way through, please use that time to address outside matters
  - Do not make or take calls during class, including texting or scrolling
  - Avoid having conversations with those around you (at home or in the office)
- **Must attend each course in its entirety to receive credit**
  - Be mindful of your time off camera
- **Training cannot be completed on a cellphone**
- **Only 1 person per device.**
- **100% participation is required (chat discussions, poll questions, unmute and share, breakout rooms, etc.)**
- **Look alive!**



"If person-centered planning does not embrace Discovery as the foundation, the resulting lack of information can create as many problems for employment as do the typical, exclusionary methods person-centered planning was meant to replace."

**Di discovery** believes...  
the starting point of employment begins with the individual, rather than with openings in the labor market

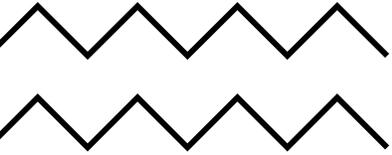
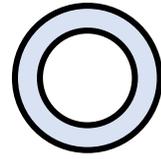
**Di discovery** is...

- A process
- Activities
- A mindset

**Di discovery** asks...  
Who is this person in their own life?  
Who is this person in a vocational context?

REFERENCE: -GRIFFIN, HAMMIS, GEARY, (2007), THE JOB DEVELOPERS HANDBOOK





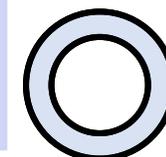
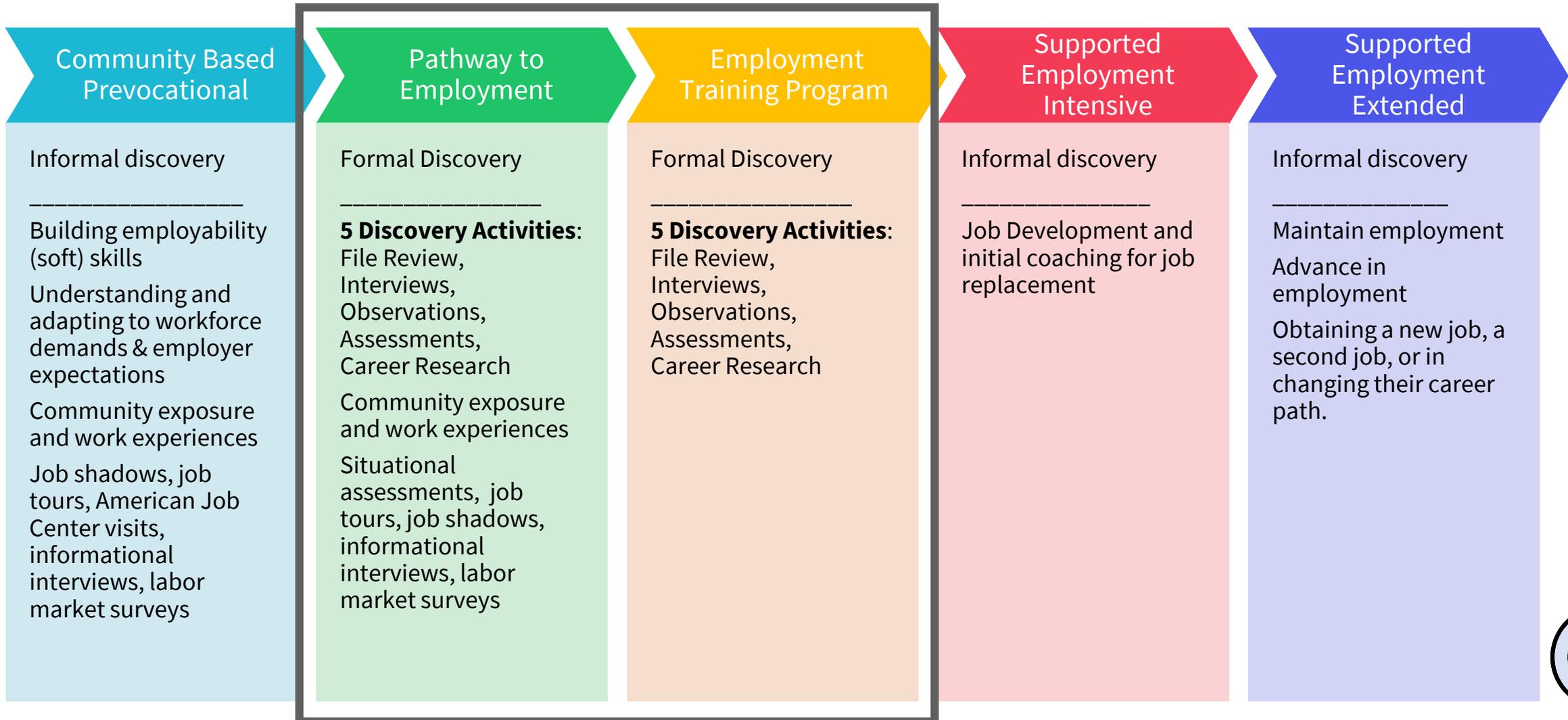
In your rooms discuss your understanding and experience with Discovery, both formal and informal.

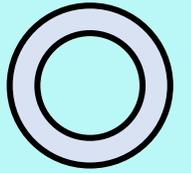


**BREAK OUT  
ROOM  
TIME!**



# Where, when and how do we Discover?





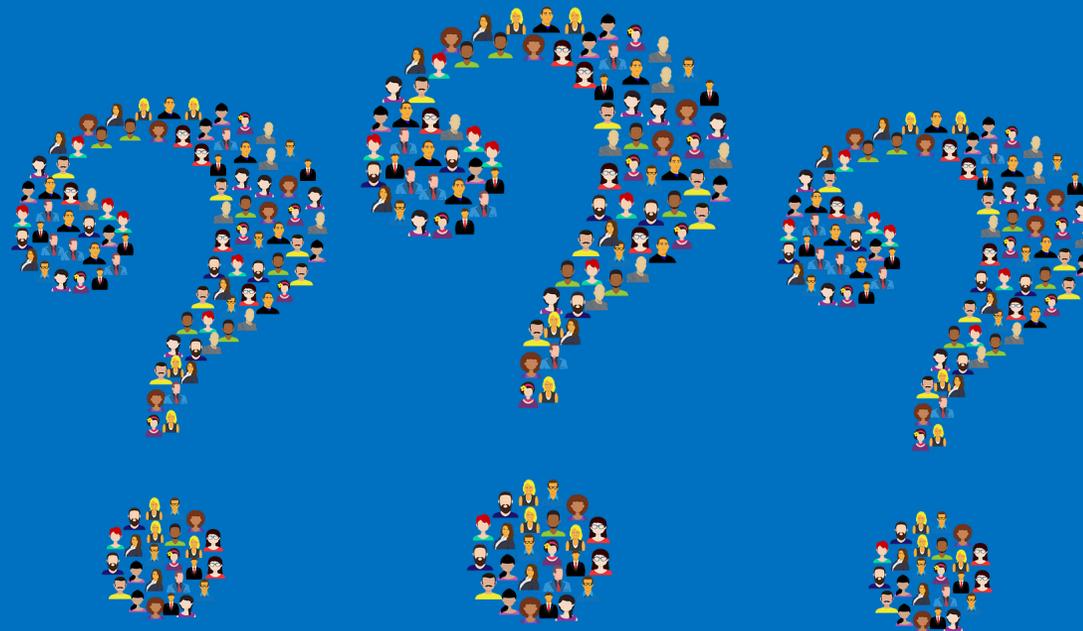
**Appearance**

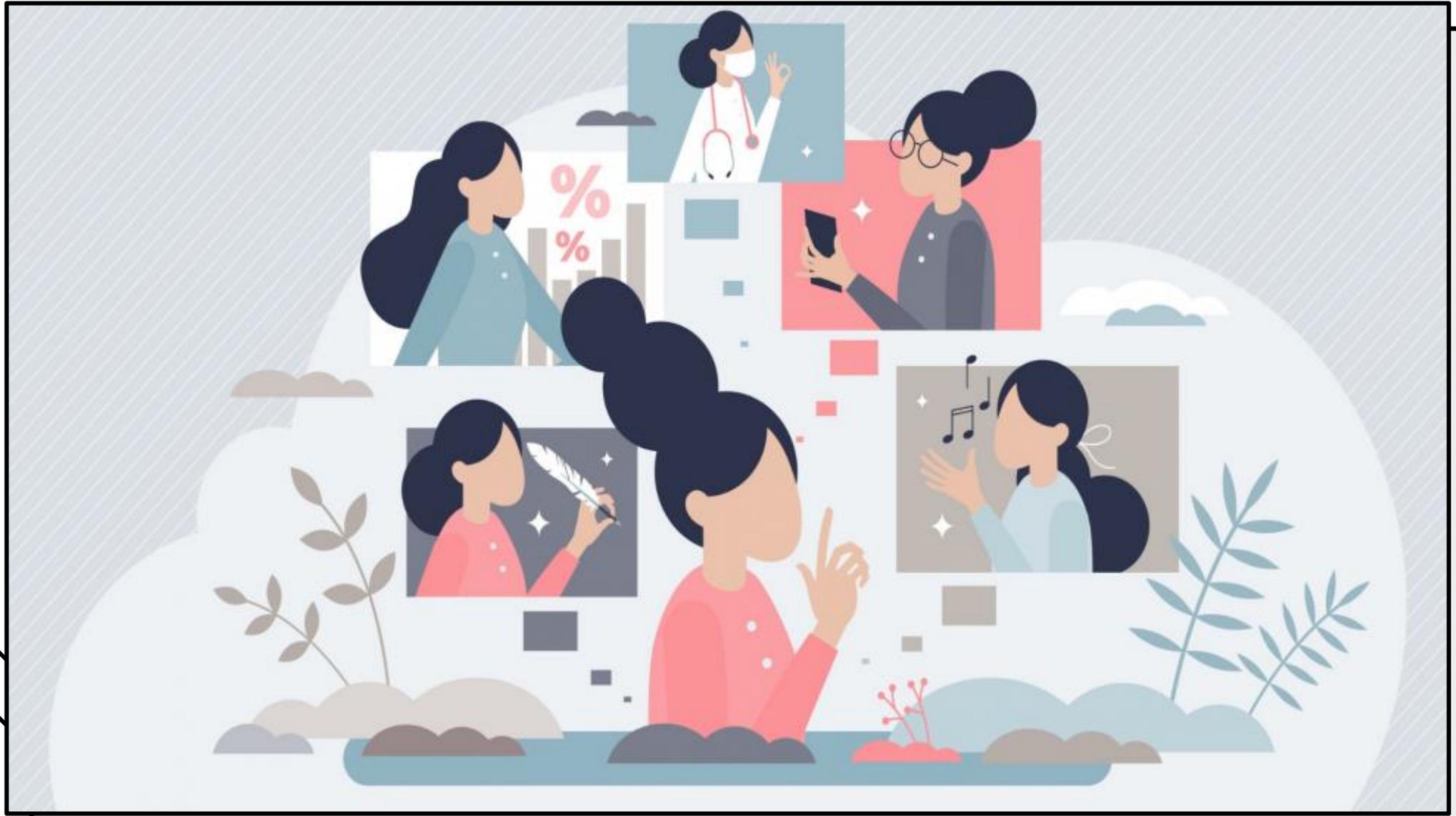
**Race**

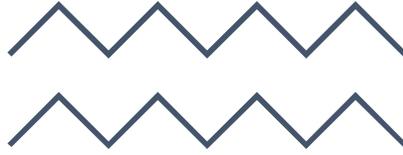
**Language**

**Actions**

**Demeanor**







## Interest



- What are they passionate about?
- What activity makes them lose track of time?
- **Interest does not equal skill or ability**
- Sustains motivation

## Skill



- Strengths they currently possess
- **Skills sometimes indicate interest**
- Employability Skills
  - Personality Traits
  - Qualities
  - Personal Habits
  - Subjective
- Tactical Skills:
  - Specific
  - Teachable
  - Measurable

## Ability



- What they are capable of
- Portal to transferable skills
- **Ability does not equal interest or skill**





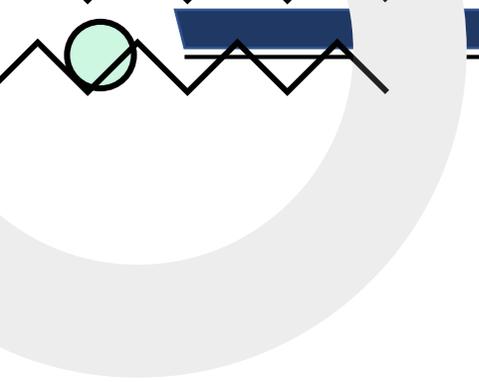
## Perception

- It is how a person sees something
- Varies from person to person
- Outcome of one's knowledge, attitude and beliefs
- It can be wrong or right
- Can be biased
- Can be negative or positive
- It is a person's choice

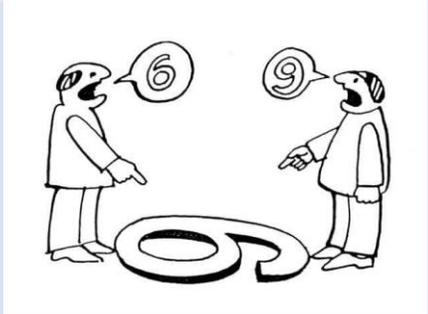
## Reality

- It is the truth and how things exist
- Doesn't depend on people
-  Not affected by these
- It is always right
- Can't be said whether its biased or unbiased
- It can't be described as positive or negative
- It is not a choice





REMEMBER, PERSPECTIVE  
CAN CAUSE TWO PEOPLE  
TO LOOK AT THE SAME  
THING AND SEE TWO  
TOTALLY DIFFERENT  
THINGS.

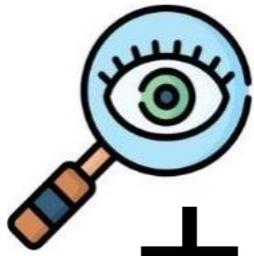


I Notice...



I Wonder...





# SEE

I notice....

+



# CURIOSITY

I wonder why/if....



Alice is 34 years old, and lives with her parents. She has attended CBPV for the last year and Day Hab PWW for the last 10 years. She goes to both during the week and has Community Hab on the weekend. Alice has a CBPV unpaid work experience at a local community college in their kitchen/dining hall. She has never been competitively employed before. Alice loves the beach, collecting seashells and riding her bike. When it comes to employment, Alice's circle of support have concerns about transportation, alone time in the community and SSA benefits.





“

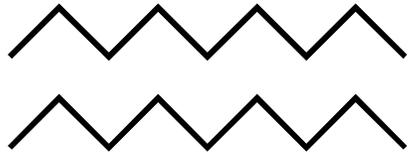
The information mined during Discovery is the raw material for employment planning from which the job developer can create a picture of ideal working conditions and environments.



”

-Griffin, Hammis, Geary, (2007)





# Discovery

File Review

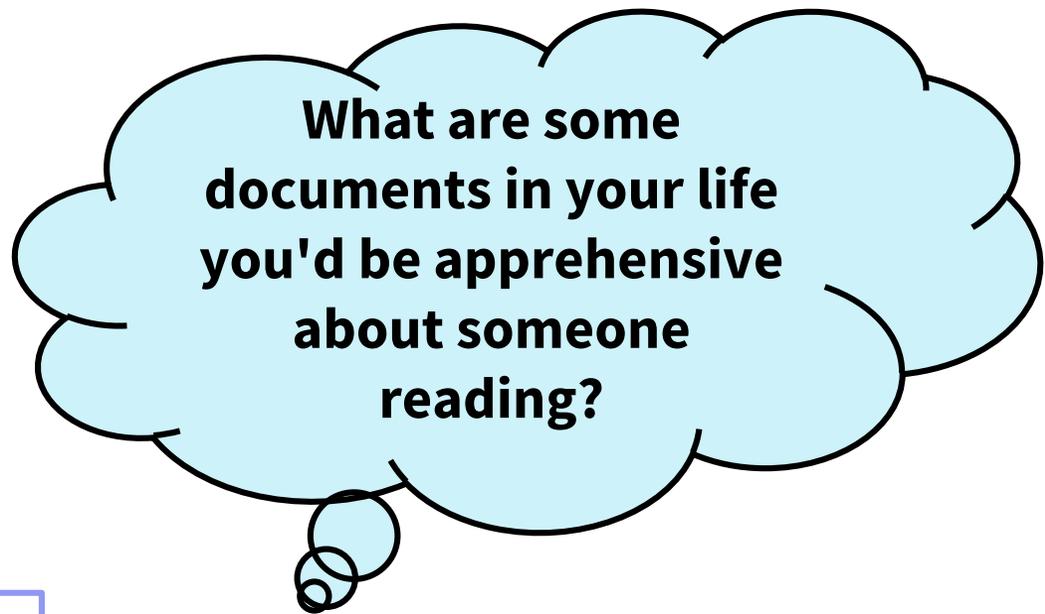
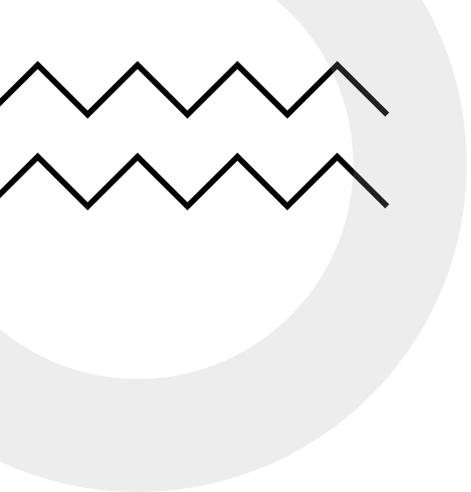
Interviews

Observations

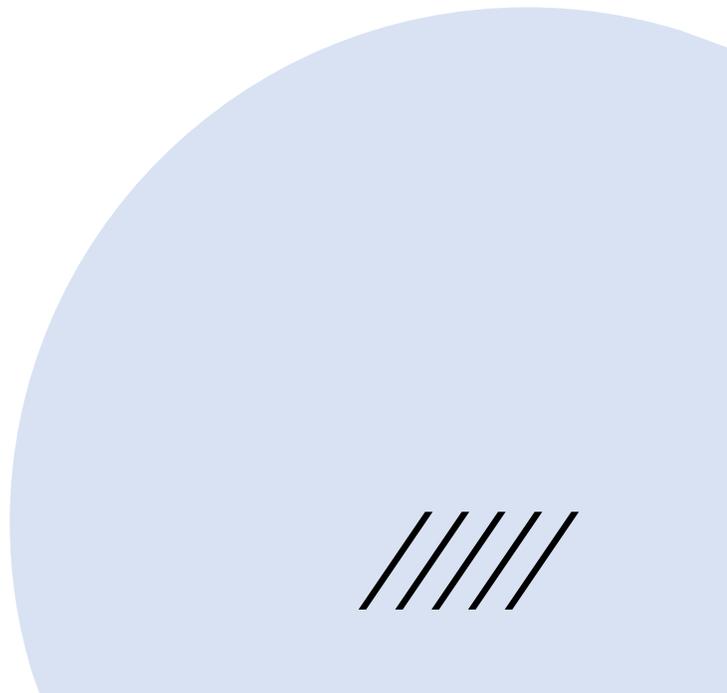
Assessment

Career Research





- One of or the first activity you complete
- Take information gathered with a grain of salt
- Follow up or fact find on founded information
- Use file review information to guide the next sequential steps in the process
- Reach out and ask for reports if/when needed



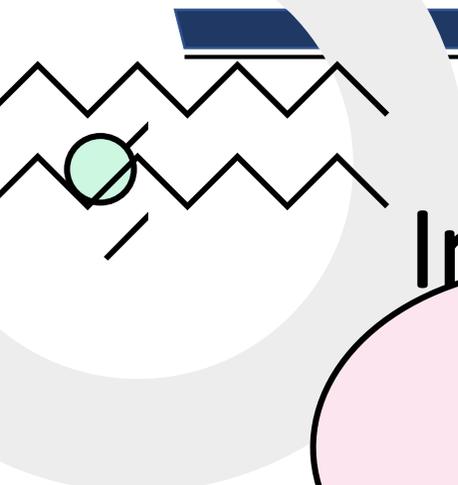
# Answer in the Chat -

What are some records/documents you can review?



- Diagnosis
- IQ Score
- Reading Level
- Math Level
- Impactful "Behaviors"
  - Attach Plan
- Other Impactful Factors
- IPOP
- LP Valued Outcomes
- SAP goals
- School record info
- ACCES-VR reports
- SSA Benefits info
- Paid/unpaid experience
- Career development activities
- Additional comments





Int

## MORE TIPS!

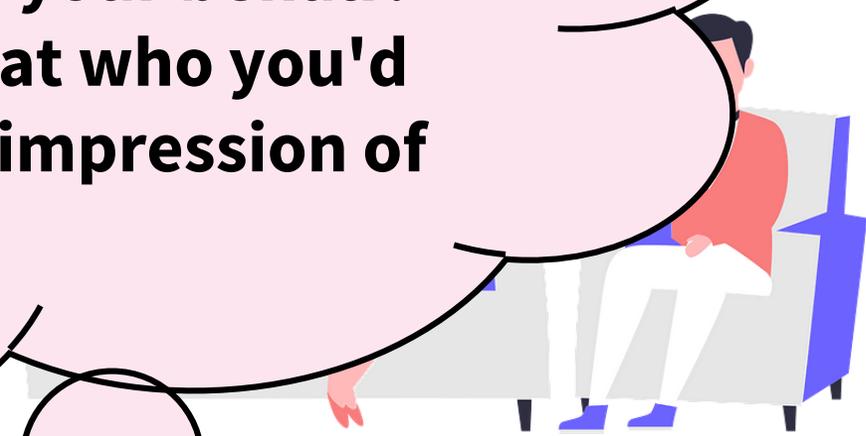
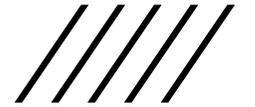
- Use the interview of the person as an opportunity to build rapport. Go with them to a quiet place or do their work at their home.
- Use a personality profiler or other assessment tool at this time.
- Interview via phone or video.
- Schedule the interview at a time that works for both parties.

**If achieving your dream (whatever it might be) relied on what other people in your life had to say about you, who would you elect to have those conversations on your behalf? Type 5 people in the chat who you'd choose to give the best impression of you**



You can use OPWDD's form and add your own questions

Provide example answers to help generate answers



Potential Career Options

Environmental needs

Schedule and Transport

Level of Supervision

5 factors that could impact obtaining and maintaining employment

Independent community activities

3 new things learned about the person



# Information Gathered



## Who, with Daves permission, would be good to interview?

Dave is 23 years old

Dave goes to counseling weekly – individual 1x and group 2x

Dave goes to a soup kitchen 3x/wk and works directly under the head chef

Dave has a CDOS diploma

Dave goes to Starbucks, the bank, and the grocery store weekly

Dave goes to the gym 5 days/wk and has a personal trainer

Dave lives in a supported apartment with a roommate whom he is close to

Dave has been attending Day Hab PWW for 2 years

# Meet Dave!



NEXT

# Observations

- Indirect service, no prompting or supporting the person
- Notice:
  - Interpersonal interactions
  - Interaction with physical environment
  - Level of independence
  - **Skill** demonstration
  - Interests and appeals
  - Challenges/frustrations
  - ICE's / non-negotiables
- Ideally would be **skill/task-based**, involving an interest, or social
- Get creative if limited with options



NEXT

## How does environment influence observation results?



What can we learn in these different environments?



Work Experience  
In their home  
In public spaces  
With family  
With Staff  
At a program or service  
With peers

**Where else?**

NEXT

# Information gathered..



- Space, time of day, program, staffing, stimuli
- Activities observed
- Comfort with activities and environment
- Reaction to activities and environment
- Safety skills / Environmental awareness
- Level of engagement and interest in activities
- Motivating/demotivating factors
- Overcame obstacles/challenges
- Who supported the person?
- Support type provided
- If unable to complete activities– why?
- Hygiene
- Interactions with staff, peers, members of community
- Positive qualities transferable to employment
- Challenges that could hinder employment
- 3 new things learned

NEXT



As you watch the Temple Grandin movie clip consider the following:

- Skills
- Passions/Interests
- Dislikes
- Challenges/frustrations
- Possible Support Needs
- Work Culture Consideration
- Supervision Needs
- Curiosities
- What else?**

Remember, observations provide insight  
but are just a glimpse!  
There's more to *discover* from there!



Share in the chat during or wait until after to discuss





 **Learning style**  
**Multiple Intelligences**  
**Interest Profiler,**  
**work styles, work values**

 **Job Try-out**  
**Work Experience**  
**Situational Assessment**

 **Informational Interview /**  
**Labor Market Survey**  
**Job Shadow**  
**Job Tour**

**ETP Discovery** – Community-based

Assessment in the form of a  
job try-out (2)

**PTE Discovery** – Community-based

assessments in the form of a  
job try-out (2-3)

Situational Assessments to  
examine skill, ability,  
responses

Data-collecting

questionnaires

**CPBV** - Variety of work experiences, Situational  
Assessments to examine skill, ability,  
responses, Data collecting questionnaires

# What are we looking for?

Select all vocational skill areas in which the individual was provided with any support:

- |   |  |
|---|--|
| <input type="checkbox"/> Hygiene / Grooming / Dress             | <input type="checkbox"/> Following multiple steps                    |
| <input type="checkbox"/> Productivity / Work pace               | <input type="checkbox"/> Time management                             |
| <input type="checkbox"/> Learning tasks                         | <input type="checkbox"/> Taking initiative                           |
| <input type="checkbox"/> Accuracy of completed work             | <input type="checkbox"/> Adapting to distraction / Attention to task |
| <input type="checkbox"/> Professional interactions              | <input type="checkbox"/> Adapting to changes in routine              |
| <input type="checkbox"/> Following instructions                 | <input type="checkbox"/> Physical / Mental stamina                   |
| <input type="checkbox"/> Physical strength / agility / mobility | <input type="checkbox"/> Troubleshooting problems / asking for help  |
| <input type="checkbox"/> Social interaction                     | <input type="checkbox"/> Communication (expressive / receptive)      |
| <input type="checkbox"/> Managing stress / mental health        | <input type="checkbox"/> Responding to feedback / Accepting support  |
| <input type="checkbox"/> Professional workplace behavior        | <input type="checkbox"/> Other: _____                                |



- Dress & Grooming
- Appropriate Workplace Conversation
- Punctuality
- Adapting to Change
- Understand Requests
- Respond Professionally to Requests
- Professional Interactions
- Accommodations: Communication & Physical
- Money, Reading, Writing, Computer
- Environmental impacts
- Other Skills or Prep needed

## COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENT WORKSHEET

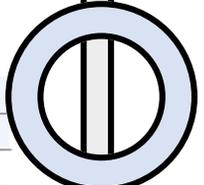
Refer to Instructions. Use one Worksheet for each Assessment - 2 are required

Name / Address of Location: \_\_\_\_\_

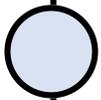
Type of Business: (Examples: Retail, Food Service) \_\_\_\_\_

# of Days: \_\_\_\_\_ # of Weeks: \_\_\_\_\_ # of Hours/Day: \_\_\_\_\_ Total # of Hours \_\_\_\_\_

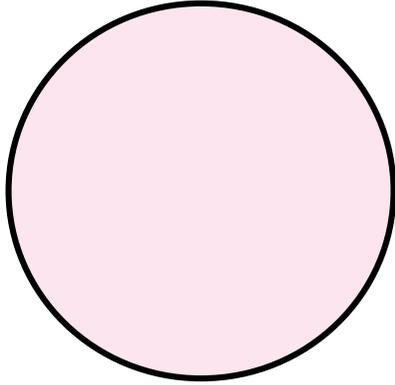
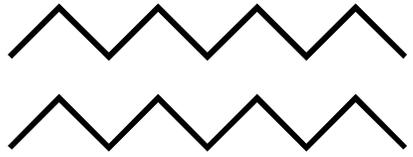
Weekly Community-Based Experience/ Situational Assessment Schedule: \_\_\_\_\_



TASKS ASSIGNED TO THE INDIVIDUAL / TYPE OF WORK COMPLETED	Liked or Disliked Task (1 or D)	Accuracy of Completed Work (1-5) (Recent accuracy)	Work Pace (1-5) (5=fastest)	Type(s) of Support (Verbal, written, visual, modeling, hand over hand, other)	Level of Support (Independent, occasional, intermittent, continuous)
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					



# Report Findings



Comment on strengths and support needs in each area below:

**Physical / Medical / Mental Health / Stress Management:**

Strengths:

Support Needs:

**Communication and Social Interactions / Relationships:**

Strengths:

Support Needs:

**Focus / Attention to task:**

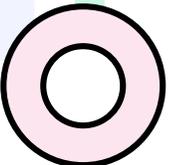
Strengths:

Support Needs:

**Productivity / Work Pace:**

Strengths:

Support Needs:





O*NET Career: <input type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title:	O*NET Code:
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?

O*NET Career: <input type="checkbox"/> Preference <input type="checkbox"/> Findings	
Job Title:	O*NET Code:
Job Duties / Requirements	How does the job duty / responsibility match the individual's skills and abilities?

## 6. CAREER RESEARCH

**PURPOSE:** To compare the individual's skills and abilities with the duties and requirements of specific job titles. This will help determine if these job titles are a realistic match for the individual.

**INSTRUCTIONS:** Refer to the Identified Career Options on page 34. Use ONETonline.org to research each career. Fill in one chart in the Career Research Worksheet for each career. Combine the Discovery Report Findings and Career Research to provide a recommendation that will support the individual with meeting their career and vocational goals.

**Career Research should be completed with the individual.**

Thorough Career Research takes **1 Hour per Career**; recommended total research time is **4-6 Hours**.

### HOW TO USE O\*NET ONLINE:

- Open your internet browser and enter "onetonline.org" into the address bar.
- Enter the career in the "Occupation Quick Search:" field in the upper right corner of the O\*NET Online Home Page and hit Enter or click on the arrow.
- Select and click on the most appropriate O\*NET Career from the search results.
- Expand all categories on the Summary tab of the O\*NET Career page by clicking on the "+" under each category heading. There are 13 categories that can be expanded. If a category is showing all possible results, the "+" will be light grey and unclickable.
- (Optional) Print out the page with all categories expanded for reference.

### HOW TO USE O\*NET ONLINE INFORMATION TO FILL IN CHARTS:

- Enter one Identified Career Option in each chart and select if it is an expressed preference of the individual or was derived from the Discovery Report Findings
- Enter one job title from the "Sample of reported job titles:" area of the O\*NET Career page.
- Enter the O\*NET Code. Example: "15-1199.11" for Video Game Designers.
- Select 4-6 of the most important functions or requirements of the O\*NET Career and enter them under the "Job Duties / Requirements" column.
- Fill in the information under the "How does the job duty match the individual's skills and abilities?" corresponding to each function in the "Job Duties / Requirements" column.



## 7. RECOMMENDATION

**PURPOSE:** To provide a recommendation of the next steps the individual may need to make vocational progress. The recommendation must consider key information discovered and recorded about the individual in all sections of the Discovery Report. The ETP Supervisor requires a complete justification for approval.

**INSTRUCTIONS:** Choose one of the two options below and complete the corresponding section if applicable. The ETP Supervisor will review the ETP Discovery Report, provide feedback, and notify the SEMP Agency if additional situational assessments or other revisions to the report are needed.

- The individual is NOT recommended for Job Development for competitive employment in the community.**

If the ETP Supervisor agrees with the recommendation that the individual is not ready for Job Development, they may request a Vocational Development Plan and a Circle of Support meeting to help develop the next steps for the individual.

OR

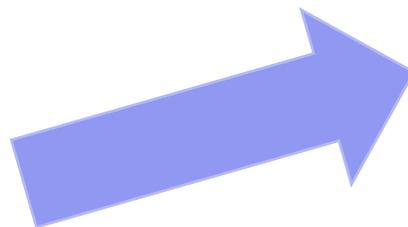
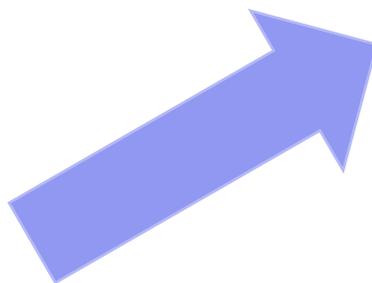
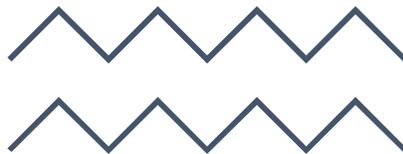
- The individual is recommended for Job Development for competitive employment in the community.**

I am recommending the following 2 careers as determined by Career Research and approved by the individual. If Identified Career Options do not match the individual's preferences, I have discussed this with the individual. Date of Meeting: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

If the ETP Supervisor agrees with the recommendation of Job Development, they will request a Job Development Plan prior to approval.

**Do not begin ETP Job Development without the written approval of an ETP Supervisor.**



**Detour to skill-building**  
Vocational Development Plan  
Other supports fill in skill-gaps  
CBPV, Day Hab, Comm Hab etc.



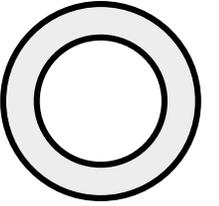
**Moving on to CIE**  
Job Development Plan  
Negotiate with businesses  
Internship – 12hrs/wk





What you hear  
[Interviews]

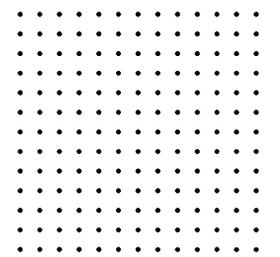
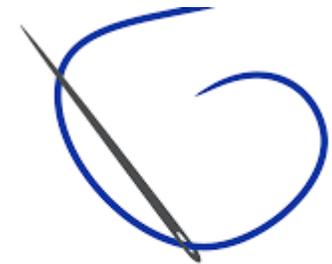
What you see  
[Observations]



What you read  
[File Review]

What you do  
[Assessment]

What you learn  
[Career Research]



# Discovery threads together...



# THANK YOU



INFO@ELEVERSITY.ORG

585-340-2051

WWW.ELEVERSITY.ORG



Our purpose fluctuates with  
our age, stage, ability,  
circumstance, and capacity  
as we discover new pieces of  
ourselves.

